Designer: Richard	School Year: 2021-22	Grade-level: _K_ Grade

Stage 1 - Desired Results **(What are the yearlong desired results for students?)**	**Stage 2 - Evidence of Learning** **(How will students demonstrate Core Values learning from the year?)**
Grade year long Big Idea (designed for students)- School and Family	**Summative Performance Assessment (written to and for students) -** Performance Task Checklist: ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes
Kindergarten Grade Year long Essential Question (written to and for students) - How is our school like a family?	
Kindergarten Grade Year Long Enduring Understanding (written to and for students) - Kwiyagatu students and staff are family.	
Kindergarten Grade *Priority* Student Outcomes (1-3 outcomes per subject) **Literacy Outcomes -** ➔ 1 Reading, Writing and Communicating Standard 1-4 **Kwiyagatu Core Values** ➔ **Culture and Language, Character, Academic Achievers**	

	Unit 1 Aug 17- Oct 1	**Unit 2 Oct 4-Nov 19**
Unit Big Idea	**I am an important part of my classroom community**	**I am an important part of my family and extended family**

Unit EQ	**What is my role in my classroom community?**	**What is my role in my family and extended family?**
Unit CV Texts		
Summative Performance Assessment ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes	**Draw a series of pictures that highlight how they have learned the meaning of each of the school's core values: culture and language, academic achievement, character and wellness and community connections and explain the picture to the rest of the class.**	**Develop an illustrated story with a beginning, middle and end about an event involving their family and extended family that exemplifies a core value (culture and language, character and wellness, academic achievement, or community connections)**
Science Outcomes		
Social Studies Outcomes	**Standard 4.1: Understand volunteering, voting, and fairness and honesty** **Standard 4.2: Explain why rules are needed and how rules promote fairness and help resolve conflict; contribute to community decisions**	**Standard 1:1: Explore differences of lives of children and families from long ago and today** **Standard 2:1: Distinguish between globe and map and as ways to show places where people live** **Standard 3.1-2: Recognize individual choices and how to make a living**
Literacy Outcomes	**Standard 1.1:Take turn in conversations and storytelling** **Standard 2.3: Demonstrate understanding of spoken words, syllables, sounds in community expectations**	**Standard 1.1: Ask questions to clarify information of each other's families and extended families**

	Standard 3.1: Draw pictures and express in a phrase one of the agreed community expectations	**Standard 3.3: Write and illustrate family story, edit and read aloud, with beginning, middle and end**
Math Outcomes	**Standards 1.1: Count numbers to 100 by ones and tens, write numbers 0-20, and assign numbers to quantities to determine relative group sizes and which group is greater or less than or equal to** **Standard 2.1: Solve addition and subtraction word problems by pairing numbers (e.g. 5=3+2 and 20-10=10)** **Standard 3.1: Describes measurable attributes to classroom and school objects (e.g. size, length, weight)**	**Standard 3.1: Describe and compare measurable attributes to size, height, weight or other attributes such as family members, classmates, objects in their classroom** **Standard 3.2: Group objects into categories and choose appropriate representations and comparisons**
Community Connection Outcome	**Takes on at least one school chore or responsibility (e.g. cleaning tables after art class)**	**Invites family members to school** **Makes special gifts for family members**
Character Outcomes	**Act with respect and accept responsibility** **Recognize feelings influence actions** **Cooperates with others**	**Promotes understanding of people who are similar and different** **Identifies variety of emotions**
Health and Wellness Outcomes	**Comprehensive Health Standard 2.2 Demonstrates and can explain personal hygiene such as proper steps for handwashing, brushing teeth and cleaning workspaces, 4.2 Safety around vehicles, 4.3 Can communicate in unsafe situations** **Physical Education Standard 1.1: Demonstrate body and spatial awareness through movement, 1.2 Identify parts of the body; 3.1: Show respect for others, 3.2 follow directions, 4.1 Be safe**	**Comprehensive Health Standards 2.1 Identify healthy foods, 3.1 Connects emotions and actions, 3.2 Can cooperate and communicate clearly,**

Cultural and Language Outcomes	**Can count to 10 in Nuchiu** **Can identify and pronounce ear, nose, mouth, head and arm in Nuchiu**	**Can introduce family members** **Can use sign language and speak Nuchiu for brother, sister, mother, father, grandmother, grandfather**
	Unit 3 Nov 29-Jan 21	**Unit 4 Jan 24-Mar 3 Parent Teacher March 4**
Unit Big Idea	**Stories and Seasons**	**Stories and Culture**
Unit EQ	**How do stories relate to seasonal change?**	**What stories define my culture?**
Unit CV Texts	**Whale Snow** **https://www.scholastic.com/teachers/books/whale-snow-by-debby-dahl-edwardson/**	**Bowwow Powwow by Brenda Child**
Summative Performance Assessment ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes	**Creates visual display that contrasts the four seasons that includes weather conditions, plants, animals and people and the effects of sunlight during each season and can explain similarities and differences**	**Participates in re-enactment of a cultural story presented to the entire school and their parents and family**
Science Outcomes	**Standard 1.2: Describe how sunlight affects the Earth's surface** **Standards 3.1 Identify common weather conditions and patterns** **Standards 3.2: Explain how plants and animals adapt to their environment**	

Social Studies Outcomes		**Standard 2.2: Compare and contrast how people live in different settings around the world and give examples of food, shelter and they change their environment**
Literacy Outcomes	**Standards: 2.1 Describe relationship between illustrations and sequences in story** **Standards 2.2 Develop rhyming words understanding emerging reading phonetic structures**	**Standards: 2.1 Reading for All Purposes: Identify characters, settings and events** **Standards: 2.2 Reading for All Purposes: Identify similarities and differences in stories**
Math Outcomes	**Standard 4.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) in the environment and their relative position** **Standard 4.2 Analyze, compare, create and compose shapes**	**Standard 2.1: Use fingers, drawing and objects to add and subtract up to 20**
Community Connection Outcome	**Student visual display will be available to school community to visit** **Visual Arts Standards 1: Use art to tell stories and Standard 3: Use materials with intention and care**	**Drama and Theater Standards 1, 2 and 3: Performs in a collaborative performance and can identify with characters, themselves and others**
Character and Wellness Outcomes	**Can demonstrate how to provide clear and factual information (about seasons) to peers and adults in the community**	**Can translate the meaning of cultural stories into character and wellness goals for themselves**
Cultural and Language Outcomes	**Can identify Nuchiu words for the seasons (spring, summer, fall and winter) and sun, earth and moon**	**Music Standard 1.2 : Recite and sing along appropriate cultural songs** **Can recite the main features of a cultural story, characters and the relevance in their life.** **Can identify key Nuchiu words and phrases from cultural stories** **Can introduce themselves to Elders in community in Nuchiu**

	Unit 5 March 7-April 22	Unit 6 April 25-May 20
Unit Big Idea	**Spring and New Beginnings**	**Summer Traditions**
Unit EQ	**What are signs of birth and life?**	**Why are traditions important?**
Unit CV Texts		**A Little Boy's Big Moment**
Summative Performance Assessment ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes	**Researches a particular animal that lives in Colorado and creates an illustrated story of the birth of that animal and the importance of how that animal is protected by their mother and father and how habitat is critical to survival and how the animal has connections to Nuchiu culture**	**Collaborates with all classmates to participate in school Bear Dance preparations and illustrates their favorite culture story they learned during the year**
Science Outcomes	**Standards: 2.1 Patterns that plants and animals need to survive**	
Social Studies Outcomes		**Standard 1.1 Can ask questions and discuss ideas about the past use "because" in the context of personal experiences or past events**
Literacy Outcomes	**Standards: 2.1 Describe relationship between illustrations and sequences in story** **Standard 2.3: Demonstrate understanding of spoken words,**	**Standards: 2.1 Describe relationship between illustrations and sequences in story** **Standard 2.3: Demonstrate understanding of spoken words,**

	syllables, sounds	**syllables, sounds**
Math Outcomes	**Standards 1.1: Count numbers to 100 by ones and tens, write numbers 0-20, and assign numbers to quantities to determine relative group sizes and which group is greater or less than or equal to** **Standard 2.1: Solve addition and subtraction word problems by pairing numbers (e.g. 5=3+2 and 20-10=10)** **Standard 3.1: Describes measurable attributes to classroom and school objects (e.g. size, length, weight)** **Standard 4.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) in the environment and their relative position** **Standard 4.2 Analyze, compare, create and compose shapes**	**Standard 3.1: Describe and compare measurable attributes to size, height, weight or other attributes such as family members, classmates, objects in their classroom** **Standard 3.2: Group objects into categories and choose appropriate representations and comparisons**
Community Connection Outcome	**Understand the role of nature in a healthy community**	**Understand significance of community involvement in cultural activities**
Character and Wellness Outcomes	**Physical Education Standard 1.1: Demonstrate body and spatial awareness through movement by re-enacting movement of certain animals, 1.2 Identify parts of the body and the bodies of other animals**	**Physical Education 2.1 Identify heart rate as indicator of physical activity**
Cultural and Language Outcomes	**Understand connections of animals to Nuchiu culture and stories**	**Understand significance of Bear Dance to community** **Music Standard 4.2 Understand relationship to music and daily life** **Drama and Theater Standards 1, 2 and 3: Performs in a collaborative performance and can identify with characters, themselves and others**

Designer: Richard	School Year: 2021-22	Grade-level: _1st Grade

Stage 1 - Desired Results (What are the yearlong desired results for students?)	Stage 2 - Evidence of Learning (How will students demonstrate Core Values learning from the year?)
Grade Year-Long Big Idea (designed for students)- My School and My Strengths	**Summative Performance Assessment (written to and for students) -** Performance Task Checklist: ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes
___Grade Year-Long Essential Question (written to and for students) - How can I use my strengths to improve our school?	
___Grade Year Long Enduring Understanding (written to and for students) – I can use my strengths to improve my school.	
___ Grade *Priority* Student Outcomes (1-3 outcomes per subject) **Literacy Outcomes -** ➔ 1 Reading, Writing and Communicating Standard 1-4 **NACA Indigenous Standards -** ➔	

	Unit 1 Aug 16-Oct 1	Unit 2 Oct 4- Nov 19
Unit Big Idea	**I am an important part of my school classroom**	**I am an important part of my school community**

Unit EQ	**What is my role in my classroom community?**	**What is my role in the school community?**
Unit CV Texts		
Summative Performance Assessment ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes	**Create a short story that highlights the meaning of each of the school's core values: culture and language, character, wellness and community connections and explain the picture to the rest of the class. Give rosette to another (girls) and carving (boys) to another**	**Develop a presentation to the school staff and teachers related how to improve school classrooms and surrounding school grounds in ways that are consistent with core values (culture and language, character and wellness, and/or community connections)**
Science Outcomes		
Social Studies Outcomes	**Standard 4.1: Describe characteristics of responsible leaders and identify attributes of a responsible team member and demonstrate ability to be leader and team member**	**Standard 2.1: Describe locations using terms of direction and distance, distinguish land and water on map, recite personal address and explain how to find on map**
Literacy Outcomes	**Standard 1.1: Participate in collaborative conversations, ask questions to clear up confusion** **Standard 2.3: Demonstrate understanding of spoken words, syllables, sounds in community expectations** **Standard 3.1: Draw pictures and express in a phrase one of the agreed community expectations**	**Standard 1.2: Describe people, places, things, events in detail** **Standard 2.1: Retell stories they have read, describing characters, details and central message of text** **Standard 2.3: Distinguish short and long vowel, produce single syllable words and know spelling-sound correspondences for common digraphs (two letters that represent one sound)** **Standard 3.3: Use common, proper and possessive nouns, use verbs in proper tense (past, present, future) and correct adjectives, capitalizations, and conjunctions**

Math Outcomes	**Standards 1.1: Understand base ten counting structure and can represent amounts of tens and ones and be able to count to 120** **Standard 1.1: Add two-digit numbers and multiples of 10s and use concrete models or drawing and strategies to explain reasoning for addition and subtraction** **Standard 2.1: Use addition and subtraction within 20 to solve word problems by using objects, drawing and equations to solve unknown**	**Standard 3.1: Measure lengths and order three of more by length** **Standard 3.1: Tell and write time in hours and half-hours using analog and digital clocks** **Standard 3.1: Organize, represent and interpret data with up to three categories**
Community Connection Outcome	**Takes on at least one school chore or responsibility (e.g. cleaning tables after art class)**	**Helps identify ways to improve school**
Character Outcomes	**Act with respect and accept responsibility** **Recognize feelings influence actions** **Cooperates with others**	**Promotes leadership and sense of ownership**
Health and Wellness Outcomes	**Demonstrates proper steps for and personal hygiene** **Identifies physical exercise goals**	**Identify nutrition goals: boiled beef, deer, elk, buffalo (hunted) mountain (fish)**
Cultural and Language Outcomes	**Can count to 100 by 10s in Nuchiu** **Can identify and pronounce ear, nose, mouth, head and arm in Nuchiu**	**Can introduce common objects in school building and grounds in Nuchiu** **Can use sign language and speak Nuchiu for brother, sister, mother, father, grandmother, grandfather and introduce self and relation to family members**
	Unit 3 Nov 29- January 21	**Unit 4 Jan 24- Mar 3**
Unit Big Idea	**Stories and History**	**Stories and Universe**

Unit EQ	**How do stories relate to historical events in my community and region?**	**What stories relate to earth, moon and sun and cultural perspectives?**
Unit CV Texts	Sneve, Virginia Driving Hawk. ***The Christmas Coat: Memories of My Sioux Childhood***	
Summative Performance Assessment ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes	**Creates a visual display that contrasts Towaoc, White Mesa, Ignacio and Fort Duchesne and major historical events with other tribes in North America.**	**Participates in re-enactment of a cultural story presented to the entire school and their parents and family that relate to the importance of the earth, moon and sun.**
Science Outcomes		**Standard 3.1: Can understand predictable movement sun, earth and moon through observation and storytelling**
Social Studies Outcomes	**Standards 1.1: Arrange life events in chronological order, identify words related to time and sequence, and identify primary and secondary sources** **Standard 1.2: Identify similarities and differences between self and others** **Standard 3.1: Describe locations related to distance and direction** **Standard 4.2: Identify and explain major civic holidays (e.g. Labor Day, Indigenous Day, Veteran's Day, Thanksgiving, Christmas, New Year, Bear Dance, Sun Dance (United States and Ute dates when different) and symbols (e.g. Ute flag, Colorado flag, US flag) and community leaders from Ute**	

	history (e.g. Black Hawk, Chipeta, Chief Ouray, Sapiah, Nicaagat).	
Literacy Outcomes	**Standard 1.1: Ask and answer questions about what a speaker says in order to gather additional information or clarify** **Standard 1.2: Add drawings and other visual displays to describe ideas, thoughts and feelings** **Standards 2.1: Retell story to school and community audience with proper inflections, sentence structure and pronunciation** **Standard 2.1: Identify words or phrase that suggest feelings or appeal to the senses** **Standard 2.1: Explain major differences between books that tell stories and books that give information** **Standard 2.3: Accurately decode unknown words that follow a predictable letter/sound relationship and use sentence and story context based on grade I reading and content** **Standard 2.3: Sort words into categories and distinguish shades of meaning of nouns, adjectives and verbs** **Standard 3.2 Write informative/explanatory text by naming a topic, providing details, and giving the audience a sense of closure** **Standard 3.3 Recount in writing a real or imagined sequenced events that include detail and sense of closure** **Standard 3.4 Use appropriate grammar, spelling, capitalization and punctuation**	**Standard 1.1: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood** **Standard 2.1: Compare and contrast the adventure and experiences of characters in stories** **Standard 2.3: Retell story to school and community audience with proper inflections, sentence structure and pronunciation** **Standard 3.1, 3.2, 3.3, 3.4: Write a story related to the earth, sun and moon in clear sequences and details using correct grammar and spelling** **Standard 4.1: Identify a topic to research about the earth, sun and moon, resources need to learn more, purpose of the research and final product for share with class**
Math Outcomes	**Standards 1.1: Understand base ten counting structure and can represent amounts of tens and ones and be able to count to 120** **Standard 1.1: Add two-digit numbers and multiples of 10s and use concrete models or drawing and strategies to explain**	**Standard 3.1: Measure lengths and order three of more by length** **Standard 3.1: Tell and write time in hours and half-hours using analog and digital clocks** **Standard 3.1: Organize, represent and interpret data with up**

	reasoning for addition and subtraction **Standard 2.1: Use addition and subtraction within 20 to solve word problems by using objects, drawing and equations to solve unknown**	**to three categories**
Community Connection Outcome		
Character and Wellness Outcomes		
Cultural and Language Outcomes	**Understands relationship between Ute history and geography and how these change over time**	**Understands the importance of culture as related to the sun, earth and moon**
	Unit 5 March 7-April 22	**Unit 6 April 25-May 20**
Unit Big Idea	**Animal Adaptations and Cultural Traditions**	**Roles and Responsibilities at School and in Community**
Unit EQ	**How are our classroom interactions similar and different from the animals in our region?**	**Why are roles and responsibilities important?**
Unit CV Texts		
Summative Performance Assessment ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing	**Research a particular animal species that lives in Colorado and creates an illustrated story of how animals solve problems and how our classroom can work together to solve problems.**	**Collaborates with all classmates to reflect on the school year personal growth in terms of roles and responsibilities at school through art projects displayed in a community setting.**

Standards/outcomes		
Science Outcomes	**Standards: 2.1 Use materials to design a solution to a classroom problem by mimicking how animals use external parts to help them survive, grown and meet their needs** **Standard 2.2: Make observations from stories and observations how young plants and animals are similar and different from their parents**	
Social Studies Outcomes		**Standard 3.1: Identify goods and services in the school that are similar and different to goods and services in the community** **Standard 3.1: Identify different jobs held by family members and different jobs students hold in the classroom and see the benefits and costs of each job.** **Standard 3.2: Compare and contrast ways to earn or receive money, types of approaches to currency, transactions and saving.** **Standard 4.1: Describe characteristics of responsible leaders and identify attributes of a responsible team member and demonstrate ability to be leader and team member**
Literacy Outcomes	**Standard 1.1: Ask and answer questions about what a speaker says in order to gather additional information or clarify** **Standard 1.2: Add drawings and other visual displays to describe ideas, thoughts and feelings** **Standards 2.1: Retell story to school and community audience with proper inflections, sentence structure and pronunciation** **Standard 2.1: Identify words or phrase that suggest feelings or appeal to the senses** **Standard 2.1: Explain major differences between books that tell stories and books that give information**	**Standard 1.1: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood** **Standard 1.2: Give and follow two-step directions** **Standard 2.1: Compare and contrast the adventure and experiences of characters in stories** **Standard 2.3: Retell story to school and community audience with proper inflections, sentence structure and pronunciation** **Standard 3.1, 3.2, 3.3: Write an opinion supported by reason on a topic related to their observations of how other**

	Standard 2.3: Accurately decode unknown words that follow a predictable letter/sound relationship and use sentence and story context based on grade I reading and content **Standard 2.3: Sort words into categories and distinguish shades of meaning of nouns, adjectives and verbs, focusing on animals that are important in Nuchiu animals (e.g. bear, horse)** **Standard 3.2 Write informative/explanatory text by naming a topic, providing details, and giving the audience a sense of closure** **Standard 3.3 Recount in writing a real or imagined sequenced events that include detail and sense of closure** **Standard 3.4 Use appropriate grammar, spelling, capitalization and punctuation**	**classmates have increased their responsibilities at school in clear sequences and details using correct grammar and spelling** **Standard 4.1: Identify a topic to research over the summer, resources need to learn more, purpose of the research and final product for beginning of next year**
Math Outcomes	**Standards 1.1: Understand base ten counting structure and can represent amounts of tens and ones and be able to count to 120** **Standard 1.1: Add two-digit numbers and multiples of 10s and use concrete models or drawing and strategies to explain reasoning for addition and subtraction** **Standard 2.1: Use addition and subtraction within 20 to solve word problems by using objects, drawing and equations to solve unknown**	**Standard 3.1: Measure lengths and order three of more by length** **Standard 3.1: Tell and write time in hours and half-hours using analog and digital clocks** **Standard 3.1: Organize, represent and interpret data with up to three categories**
Community Connection Outcome		
Character and Wellness Outcomes		
Cultural and Language Outcomes	**Understands importance of animals in the natural world as part of culture and language**	**Understands the roles and responsibilities in school, family and community in preserving culture and language**

Designer: Richard	School Year: 2025-26	Grade-level: 5 Grade

Stage 1 - Desired Results (What are the yearlong desired results for students?)	Stage 2 - Evidence of Learning (How will students demonstrate Core Values learning from the year?)
Grade Year Long Big Idea: We are part of the school, community and world	**Summative Performance Assessment (written to and for students) -** Performance Task Checklist: ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes **Kwiyagatu students and staff will demonstrate their knowledge of and unique contributions they envision for their school, community and world in a series of presentations throughout the year with a grand finale as part of graduation from 5th grade.**
Fifth Grade Year Long Essential Question- How do I make a difference in the world?	
Fifth Grade Year Long Enduring Understanding: Kwiyagatu students and staff are important and can make a difference in the world.	
Kindergarten Grade *Priority* Student Outcomes (1-3 outcomes per subject) **Literacy Outcomes -** ➔ 1 Reading, Writing and Communicating Standard 1-4 **Kwiyagatu Core Values** ➔ **Culture and Language, Character, Academic Achievers**	

	Unit 1 Aug 17- Oct 1 Parent Teacher Conference Oct 8	**Unit 2 Oct 4-Nov 19**
Unit Big Idea	**I am an important part of my school.**	**What natural resources for energy are important in this region?**

Unit EQ	**What is my role in my school community?**	**How can I improve my school and community through the use of local economical and efficient energy sources?**
Unit CV Texts	**Text and articles about the Boarding School history and schools around the world.**	
Summative Performance Assessment ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes	**Interview an elder about their educational journey, where they first learned about their family, community and world. Use the interview to make a short video about your chosen community member. Use the video and corresponding written documentation to highlight how this person has embodied the meaning of each of the school's core values: culture and language, competency, character and wellness and community connections and explain the story and what changes need to occur in the school and in Montezuma County and Towaoc in a brief presentation with the rest of your classmates to the community.**	**After visiting Four Corners Coal Powerplant; Ute Mountain Ute Natural Gas extraction and transportation facilities; Ute Mountain Ute Solar Farm; and White Mesa Uranium Mill, suggest ways to improve energy production in the school and in the community of Towaoc in a community forum.**
Science Outcomes		**Standard 1.1 Identify the similarities and differences of wood, coal, solar and natural gas as ways people heat their home in the region; being able to draw models that describe particles too small to be seen** **1.2. Measure and graph quantities to provide evidence that regardless of change that occurs when heating, cooling or mixing substances, total weight is conversed** **Standard 1.4 Describe the role of sun in energy production (e.g. food, electric energy, personal warmth, cultural significance)** **Standard 4.1 Describe the importance of the Earth's Sun compared to other stars in the universe**

		Standard 4.2 Represent data in graphical displays the daily changes in length and direction of shadows day and night and seasonal differences of the stars
Social Studies Outcomes	**Standard 1.1. Students will be able to examine, compare and contrast documents and stories that demonstrate efforts to educate diverse groups** **Standard 2.1 Use geographical tools (e.g. GIS maps related to populations, ethnicity, economic factors) to describe the influence of resources to the development of various education systems over time in the United States local and the resulting impact on regional communities**	
Literacy Outcomes	**Standard 1.1: Have discussions on educational systems that build on other's ideas** **Standard 1.2 and 3.1 and 3.2: Present (and write) to express opinion, persuade and explain information on educational approaches and resources** **Standard 2.1: Use pre-reading strategies, quote accurately and determine author's point of view** **Standard 2.2: Distinguish fact from fiction; compare and contrast structure of text, note similarities and differences and determine meaning of domain specific words and phrases** **Standard 2.3: Determine meaning of unfamiliar words, read with fluency and accuracy and expand, combine and reduce sentences for meaning, reader/listener interest and style** **Standard 3.4: Apply understanding of conventions of Standard English grammar, usage, and mechanics to make meaning clear, including use of verb tense, conjunctions, prepositions and interjections**	**Standard 1.1: Have discussions on energy production and conservation that build on other's ideas** **Standard 1.2 and 3.1-3.2: Present (and write) to express opinion, persuade and explain information on energy resources** **Standard 2.1: Use pre-reading strategies, quote accurately and determine author's point of view** **Standard 2.2: Distinguish fact from fiction; compare and contrast structure of text, note similarities and differences and determine meaning of domain specific words and phrases** **Standard 2.3: Determine meaning of unfamiliar words, read with fluency and accuracy and expand, combine and reduce sentences for meaning, reader/listener interest and style** **Standard 3.4: Apply understanding of conventions of Standard English grammar, usage, and mechanics to make meaning clear, including use of verb tense, conjunctions, prepositions and interjections**

	Standard 4.1: Research to locate, summarize, synthesize and document information from print and digital sources and communicate findings appropriately	**Standard 4.1: Research to locate, summarize, synthesize and document information from print and digital sources and communicate findings appropriately**
Math Outcomes		
Community Connection Outcome		
Character Outcomes	**Act with respect and accept responsibility** **Recognize feelings influence actions** **Cooperates with others**	**Promotes understanding of people who are similar and different**
Health and Wellness Outcomes		
Cultural and Language Outcomes		
	Unit 3 Nov 29-Jan 21	**Unit 4 Jan 24-Mar 3 Parent Teacher March 4**
Unit Big Idea	**Early American History: Ute Bands and Nation Building**	**World Geography and Science**
Unit EQ	**How do communities work together to unite diverse people?**	**How do diverse environments around the world respond to a changing climate?**
Unit CV Texts	**Ute History: People of the Purple Mountains**	

Summative Performance Assessment ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes		**Presents challenges and successes from two Indigenous communities (at least one in Northern hemisphere and one in Southern Hemisphere) around the world that is responding to climate change issues that result in the interaction of hydrosphere, geosphere, atmosphere and biosphere and compares it to challenges and successes of Ute Mountain Ute community.**
Science Outcomes		**Standard 3.3 Develop a model of how the geosphere, biosphere, hydrosphere and atmosphere interact in three indigenous communities** **Standard 3.4 Can describe and graph the amount and percentages of saltwater and freshwater in three tribal community and compare to the use of freshwater in the Towaoc community** **Standard 3.5 Can obtain and combine information about ways three individual tribal communities use science ideas to protect the Earth's resources and environment**
Social Studies Outcomes	**Standard 1.1. Students will be able to examine, compare and contrast documents and stories that demonstrate efforts to unite diverse groups (e.g. Ute Agreements; Declaration of Independence, Constitution and US Treaties)** **Standard 2.1 Use geographical tools (e.g. GIS maps or natural resources) to describe the influence of resources to the development of local and regional communities by comparing and contrasting Ute communities (Towaoc, White Mesa and Ignacio) and one other Colorado community**	**Standard 3.3: Compare and contrast how people use their environment in three different settings around the world and analyzes how the specific physical and political features influenced historical events, movements and adaptations to the environment**

	Standard 2.2 Develop a presentation that portrays the causes and consequences of four communities (selected above) and analyzes how the specific physical and political features influenced historical events, movements and adaptations to the environment (e.g. Meeker Massacre; Animas LaPlata Water Project) **Standard 3.1 Identify examples (in each community) the use of productive resources of land, labor and capital)** **Standard 4.2 Construct and contrast an understanding of United States civic ideals and Ute Mountain Ute ideals**	
Literacy Outcomes	**Standard 1.1: Have discussions on historical events and political systems that build on other's ideas** **Standard 1.2 and 3.1 and 3.2: Present (and write) to express opinion, persuade and explain information on historical and political events** **Standard 2.1: Use pre-reading strategies, quote accurately and determine author's point of view** **Standard 2.2: Distinguish fact from fiction; compare and contrast structure of text, note similarities and differences and determine meaning of domain specific words and phrases** **Standard 2.3: Determine meaning of unfamiliar words, read with fluency and accuracy and expand, combine and reduce sentences for meaning, reader/listener interest and style** **Standard 3.3: Write engaging, real or imagined, narrative using literary techniques, charter development, sensory and descriptive details and a variety of transition words to signal clear sequence of events in Ute history and compare to event in US History.**	**Standard 1.1: Have discussions on scientific and global events that build on other's ideas** **Standard 1.2 and 3.1 and 3.2: Present (and write) to express opinion, persuade and explain information on scientific and global events** **Standard 2.1: Use pre-reading strategies, quote accurately and determine author's point of view** **Standard 2.2: Distinguish fact from fiction; compare and contrast structure of text, note similarities and differences and determine meaning of domain specific words and phrases** **Standard 2.3: Determine meaning of unfamiliar words, read with fluency and accuracy and expand, combine and reduce sentences for meaning, reader/listener interest and style** **Standard 3.3: Write engaging, real or imagined, narrative using literary techniques, charter development, sensory and descriptive details and a variety of transition words to signal clear sequence of events in Indigenous communities over time and compare to events in the Ute Mountain Ute communities.**

	Standard 3.4: Apply understanding of conventions of Standard English grammar, usage, and mechanics to make meaning clear, including use of verb tense, conjunctions, prepositions and interjections **Standard 4.1: Research to locate, summarize, synthesize and document information from print and digital sources and communicate findings appropriately**	**Standard 3.4: Apply understanding of conventions of Standard English grammar, usage, and mechanics to make meaning clear, including use of verb tense, conjunctions, prepositions and interjections** **Standard 4.1: Research to locate, summarize, synthesize and document information from print and digital sources and communicate findings appropriately**
Math Outcomes	**Standard 4.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) in the environment and their relative position** **Standard 4.2 Analyze, compare, create and compose shapes**	**Standard 2.1: Use fingers, drawing and objects to add and subtract up to 20**
Community Connection Outcome	**Student visual display will be available to school community to visit** **Visual Arts Standards 1: Use art to tell stories and Standard 3: Use materials with intention and care**	**Drama and Theater Standards 1, 2 and 3: Performs in a collaborative performance and can identify with characters, themselves and others**
Character and Wellness Outcomes	**Can demonstrate how to provide clear and factual information (about seasons) to peers and adults in the community**	**Can translate the meaning of cultural stories into character and wellness goals for themselves**
Cultural and Language Outcomes	**Can identify Nuchiu words for the seasons (spring, summer, fall and winter) and sun, earth and moon**	**Music Standard 1.2: Recite and sing along appropriate cultural songs** **Can recite the main features of a cultural story, characters and the relevance in their life.** **Can identify key Nuchiu words and phrases from cultural stories** **Can introduce themselves to Elders in community in Nuchiu**

	Unit 5 March 7-April 22	Unit 6 April 25-May 20
Unit Big Idea	**Farm and Ranch Production in the Region**	**Transition to Middle School**
Unit EQ	**How can we raise food to sustain ourselves in an increasing warming world?**	**What is your plan in this world?**
Unit CV Texts		
Summative Performance Assessment ❑ Specific connection to the Core Values ❑ Rubric to evaluate the final product ❑ Focus on Writing Standards/outcomes		**Collaborates with all classmates to participate in school presentation on their individual plans in life and impact on the world. As Bear Dance preparations occur link their individual plan to their favorite culture story they learned during the year.**
Science Outcomes	**Standard 2.1 and 2.2 Describe the systems of clean air and water in the production of food at the Ute Mountain Ute Farm and Ranch operations**	
Social Studies Outcomes		**Standard 3.2 Describe the role of financial security (e.g. role of banking and financing) in their future.** **Standard 4.1 Describe three inspirational individuals in the community, nation and in the world**
Literacy Outcomes	**Standard 1.1: Have discussions on scientific concepts of clear air and water that build on other's ideas**	**Standard 1.1: Have discussions on historical and economic events and personal accomplishments that build on other's**

	Standard 1.2 and 3.1 and 3.2: Present (and write) to express opinion, persuade and explain information on food sustainability and current events **Standard 2.1: Use pre-reading strategies, quote accurately and determine author's point of view** **Standard 2.2: Distinguish fact from fiction; compare and contrast structure of text, note similarities and differences and determine meaning of domain specific words and phrases** **Standard 2.3: Determine meaning of unfamiliar words, read with fluency and accuracy and expand, combine and reduce sentences for meaning, reader/listener interest and style** **Standard 3.3: Write engaging, real or imagined, narrative using literary techniques, charter development, sensory and descriptive details and a variety of transition words to signal clear sequence of events in the development of future** **Standard 3.4: Apply understanding of conventions of Standard English grammar, usage, and mechanics to make meaning clear, including use of verb tense, conjunctions, prepositions and interjections** **Standard 4.1: Research to locate, summarize, synthesize and document information from print and digital sources and communicate findings appropriately**	**ideas** **Standard 1.2 and 3.1 and 3.2: Present (and write) to express opinion, persuade and explain information on historical and political events** **Standard 2.1: Use pre-reading strategies, quote accurately and determine author's point of view** **Standard 2.2: Distinguish fact from fiction; compare and contrast structure of text, note similarities and differences and determine meaning of domain specific words and phrases** **Standard 2.3: Determine meaning of unfamiliar words, read with fluency and accuracy and expand, combine and reduce sentences for meaning, reader/listener interest and style** **Standard 3.3: Write engaging, real or imagined, narrative using literary techniques, charter development, sensory and descriptive details and a variety of transition words to signal clear sequence of events describing personal accomplishments and plans of the future.** **Standard 3.4: Apply understanding of conventions of Standard English grammar, usage, and mechanics to make meaning clear, including use of verb tense, conjunctions, prepositions and interjections** **Standard 4.1: Research to locate, summarize, synthesize and document information from print and digital sources and communicate findings appropriately**
Math Outcomes		
Community Connection Outcome	**Understand the role of nature in a healthy community**	**Understand significance of community involvement in cultural activities**
Character and Wellness Outcomes		

Cultural and Language Outcomes	**Understand connections of animals to Nuchiu culture and stories**	**Understand significance of Bear Dance to community** **Music Standard 4.2 Understand relationship to music and daily life** **Drama and Theater Standards 1, 2 and 3: Performs in a collaborative performance and can identify with characters, themselves and others**

1. A. Nuchiu Language

	Developing	Meets	Exceeds	Evidence
Oral and Visual Expression	-Can speak grade appropriate words and phrases with 50% accuracy -Can introduce themselves using Nuchiu name and welcome visitor -Can use basic sign language for greetings	-Correctly uses grade appropriate words, verbs and phrases over 50% of the time -Can use sign language along with basic conversation	-Correctly uses grade appropriate words, verbs phrases over 80% of the time -Can recite short story or recollection of event -Can incorporate appropriate sign language to enhance dialogue	Student projects -Teacher and parent observations

Written Expression	-Can spell with 50% accuracy common grade appropriate Nuchiu words and phrases	-Correct write grade appropriate Nuchiu words and phrases over 50% of time	-Correct write grade appropriate Nuchiu words and phrases over 80% of time	Student projects -Teacher and parent observations
Listening	-Pays attention to grade appropriate storytelling and language lessons	-Can interpret culture significance of grade appropriate storytelling and language lessons	-Correctly compares various grade appropriate stories and language lessons to previous examples -Interprets for others	Student projects -Teacher and parent observations

1. B. Nuchiu Culture

	Developing	Meets	Exceeds	Evidence
Social	-Understands social protocols of ancestors and current adaptations	-Compares and evaluates traditional and modern social traditions	-Seeks deeper understanding of cultural meaning of social interactions and traditions	Student projects -Teacher and parent observations

Geographical	-Understands current and past boundaries of Ute lands and 7 original bands	-Seeks to evaluate causes and effects of boundaries and influences of 7 original bands	-Explores with Elders the cultural significance of geographical features and locations	Student projects -Teacher and parent observations
Historical	-Understands current and past historical events of Ute lands and 7 original bands	-Seeks to evaluate causes and effects of previous and current historical and influences of 7 original bands	-Explores with Elders the cultural significance of historical events and trends	Student projects -Teacher and parent observations
Spiritual	-Understands basic Nuchui belief system	-Can explain grade appropriate spiritual meanings of stories, plants, animals and locations	-Can explore with Elders specific belief systems	Student projects -Teacher and parent observations
Economic	-Understands at grade appropriate level the economic forces that explain historical and current day economic conditions	-Can explain at grade appropriate level the impact of to the Nuchiu people various economic forces over time	-Can explore and problem-solve at grade appropriate level current day economic forces influencing Nuchiu people	-Student projects -Teacher and parent observations

2. A. Language Arts

	Developing	Meets	Exceeds	Evidence
Oral Expression and Listening	-Can listen without interrupting -Responds clearly when prompted	-Poses thoughtful questions after listening to others -Can present coherent thoughts	-Encourages others to express opinions -Deepens conversations with meaningful purpose	-Student projects -Teacher and parent observations -Wonders and teacher developed curriculum assignments -AIMS Web starting 1st grade
Reading for All Purposes	-Applies basic comprehension strategies -Reads silently and fluently at grade level	-Applies literature and information texts to real life situations in discussion -Can read aloud in classroom settings	-Reads above grade level -Explores various forms of literature and informational text -Volunteers to read aloud in community gatherings	-Student projects -Teacher and parent observations -Wonders and teacher developed curriculum assignments -AIMS Web

Writing and Composition	-Uses proper grade level conventions 60% in assignments -Has difficulty clarifying opinions, staying on topic, relating to text	-Writes clear opinions and descriptions of explanatory and informational texts -Uses proper grade level grammatical conventions 80% in assignments	-Engages in independent writing on topics of interest -Uses proper grade level grammatical conventions 100% in assignments	-Student projects -Teacher and parent observations -Wonders and teacher developed curriculum assignments -AIMS Web 2nd grade and up
Research Inquiry and Design	-Uses provided resources to answer assigned prompts	-Uses a variety of resources to answer self-initiated questions	-Explores outside of school how various perspectives can answer self-initiated questions	-Student projects -Teacher and parent observations -Wonders and teacher developed curriculum assignments

Grade Season Measure Cut Scores that would determine if a student should be in the Developing category:
*AIMS Web recommended Fall cut-scores by grade and measure.
K Fall Letter Naming Fluency >= 44 Fall Letter Sound Fluency >= 25
1st Fall Nonsense Word Fluency >= 71 and Fall R-CBM-Oral Reading Miscue >= 87
2nd Fall R-CBM- Oral Reading Miscue >= 116 3rd Fall R-CBM- Oral Reading Miscue >= 146

2 B. Mathematics

	Developing	Meets	Exceeds	Evidence

Numbers and Quantity	-Can perform most mathematical operations at grade level	-Masters all appropriate mathematical operations	-Can identify and revise mistakes independently	-Everyday Math assessments -Teacher and parent observations -AIMSWeb Number Naming Fluency (NNF) assessments
Algebra and Functions	-Understands algebraic equations and processes to solve problems	-Can use mathematical operations to solve real life problems	-Can revise approaches to solve novel problems	-Everyday Math assessments -Teacher and parent observations -AIMSWeb Quantity Naming Fluency (QNF) assessments
Data, Probability, and Statistics	-Understands use of data, probability and statistics concepts	-Can use data to solve problems in curriculum -Can use information in everyday life	-Can solve independently created problems	-Everyday Math assessments -Teacher and parent observations -AIMSWeb Number Comparison Fluency (NCF) assessments
Geometry	-Understands geometrical concepts and equations	-Can apply geometrical concepts in everyday life	-Can identify mistakes and solve independently	-Everyday Math assessments -Teacher and parent observations -AIMSWeb Concepts and Application (CA) assessments

Grade Season Measure Cut Scores that would determine if a student should be in the Developing category:
*AIMS Web less than 25 percentile score would indicate developing and between 25-90 as meets and over 90 percentile as Exceeds as cut-scores by grade and measure for each of the listed assessments.

2 C. Social Studies

	Developing	Meets	Exceeds	Evidence
History	-Understands historical events	-Can compare past with present	-Finds new information of past independently	-History projects -Teacher and parent observations
Geography	-Understands geographical culture and geographical concepts	-Can easily use geographical tools to answer questions (e.g. maps, compass, globe, web-based)	-Creates unique and appropriate explanations of cultural and geographical connections	-Geography projects -Teacher and parent observations
Economics	-Understands economic concepts of trade, value, work	-Uses concepts to guide personal decision-making and observations of community decisions	-Explore new ideas from other societies of exchange	-Economic projects -Teacher and parent observations
Civics	-Understands basic concepts of personal responsibilities and community services	-Translates civic concepts to everyday life in classroom and in community	-Takes leadership in school or community to solve problems	-Civics projects -Teacher and parent observations

2 D. Science

	Developing	Meets	Exceeds	Evidence
Physical Science	-Understands basic Physical Science concepts	-Connects personal events to concepts -Performs experiments with minimal guidance	-Explores new ideas related to concepts -Finds new applications of original assignment	-Science projects -Teacher and parent observations
Life Science	-Understands basic Life Science concepts	-Can make observations of life patterns and connect to concepts	-Extends lessons independently -Encourages others to explore new ideas	-Science projects -Teacher and parent observations
Earth and Space Science	-Understands basic Earth and Space concepts	-Can connect concepts to personal experiences	-Formulate new ideas -Independently explores areas of interest	-Science projects -Teacher and parent observations

2 E. Arts, Drama, PE/Health, Music

	Developing	Meets	Exceeds	Evidence
Art	-Disregards artistic expressions -Performs minimal art project expectations	- Appreciates artistic expressions -Completes all artistic assignments	-Finds ways to extend meaning of artistic expressions -Works hard to improve personal artistic abilities	-Student art projects -Reflections on art assignments -Teacher and Parent Observations
Drama	-Unengaged or critical of theatrical events	-Finds positive qualities in theatrical events	-Suggests creative interpretations of theatrical performances	-Individual and group performances -Reflections on theatrical performances -Teacher and Parent Observations
PE/Health	-Limited attempts to exercise and exert physical their body in PE class -Resistance to healthy diet suggestions	-Participates actively in physical education -Aware of benefits of exercise	-Leads physical activities in class when appropriate -Informs others of benefits of physical exercise	-Teacher and Parent Observations -Personal reflections and assignments

Music	-Resistant to listening to or performing new music	-Enjoys multiple types of music -Can interpret meaning from music	-Explores new types of music independently -Practices musical instrument or singing on their own time	-Teacher and parent observations

3. A. Character

	Developing	Meets	Exceeds	Evidence
Respect/Generosity	--Blames or makes fun of others -Harms property -Disregards feedback	-Listens to others -Uses “thank you” and “please” -Accepts feedback -Takes turns	-Shares easily with others -Stands up when others are bullied	-Teacher Observations -Personal reflections and assignments

Responsibility/Integrity	-Needs frequent redirection from teacher -Often late or tardy to class	-Completes tasks without reminders -Volunteers for chores -Admits to mistakes	-Encourages others to complete tasks -Compliments others -Reflects on mistakes	-Teacher Observations -Personal reflections and assignments
Growth Mind-set/Humbleness	-Frequently refused to revise work -Brags or boosts excessively without accomplishment	-Works through challenges -Takes appropriate risks - Proud of accomplishments	-Helps others -Offers group solutions to problems -Seeks out challenges	-Teacher Observations -Personal reflections and assignments

3. B. Wellness

	Developing	Meets	Exceeds	Evidence
Healthy Diet	-Relies on high sugar diet -Unaware of healthy choices	-Eats balanced diet -Tries new foods and drinks -Knowledgeable of benefits of healthy diet	-Shares healthy food and drink ideas with classmates -Informs others of benefits of healthy diet	-Teacher Observations -Personal reflections and assignments

Physical Attributes	-Limited attempts to exercise and exert physical their body	-Participates actively in physical education -Aware of benefits of exercise	-Participates with family and community activities that promote physical activity -Informs others of benefits of physical exercise	-Teacher Observations -Personal reflections and assignments

4 Community Connections

	Developing	Meets	Exceeds	Evidence
School Community	-Disrupts teachers and students -Does not participate in all school events	-Helpful to classmates and teachers -Has friends at school and positive influence on others -Helps with school events	-Initiates school activities -Volunteers for extra chores and committees	-Teacher Observations --Personal reflections and assignments
Towaoc Community	-Disobeys rules at Recreation center and other locations -Does not participate in community events	-Respects community rules -Expresses appreciate to community hosts -Participates in community events and mentoring activities	-Performs age appropriate volunteer activities in community -Helps community understand important issues -Seeks out age appropriate mentors	Teacher Observations --Personal reflections and assignments